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**Lewiston
State Normal School
Bulletin**

Announcement of Rural Department

UNIVERSITY OF ILLINOIS

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PRESIDENT'S OFFICE

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CALENDAR, 1913-1914

Registration Tuesday, September 16, 1913
Training School opens Wednesday, September 17, 1913
Second Quarter begins Monday, November 17, 1913
Thanksgiving Holidays

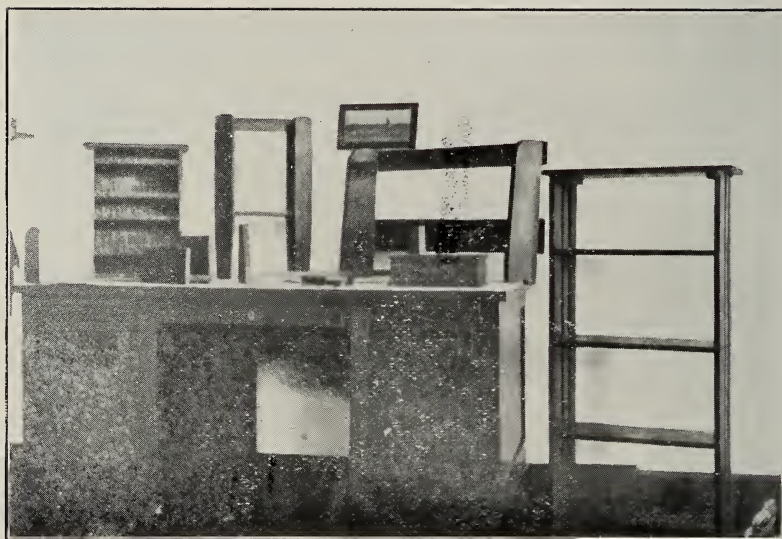
Thursday, November 27 and Friday, November 28, 1913

Christmas Holidays begin Friday, December 19, 1913
Exercises resumed Monday, January 5, 1914
First Semester closes Friday, January 30, 1914
Second Semester begins Monday, February 2, 1914
Fourth Quarter begins Monday, April 6, 1914
Annual Field Day Saturday, May 16, 1914
Training School closes Friday, May 29, 1914
Commencement Exercises

..... Sunday, May 31 to Wednesday, June 3, 1914

Summer Session begins Tuesday, June 9, 1914
Summer Session closes Friday, July 24, 1914

Three special six-week courses for teachers will be offered beginning September 16, 1913, April 6, 1914, and June 9, 1914.



Some Work of Class in Rural Arts—Woodwork

RURAL DEPARTMENT

Faculty

GEORGE H. BLACK, President.

EARL S. WOOSTER, Dean of Rural Department.
School Administration.

CLARENCE L. CLARKE, Head of Department of Education.
Sociology.

OLIVER M. OSBORNE,
Agriculture.

ALBA BALES, Director of Department of Home Economics.
Cooking.

MARY W. MCGAHEY, Head of Department of Manual Training.
Woodwork.

DOROTHY BOCKER, Head of Department of Physical Education.
Health and Education, Physical Education.

ADDIE M. AYER, Supervisor of Rural Training School.

EVANGELINE WISEMAN, Assistant Supervisor of Rural Training School.

ELIZABETH PRUNER, Head of Department of Applied Arts.
Handwork.

MARGUERITE GRIFFITH TYLER, Department of Bacteriology and Applied Chemistry.

VIRGINIA SHEARER, Assistant in Home Economics.

Sewing.

DELIA GRANT SPINNER, Assistant in Home Economics.

Cooking.

LEONE HAMILTON, Assistant Librarian (In charge).

Library Science.

HERBERT E. FOWLER, Head of Department of English.

English.

HENRY L. TALKINGTON, Head of Department of History and
Civics; Supervisor of History in the Training School.

History Methods.

MAMIE LEE POLLARD, Supervisor of Elementary Science.

Nature Study Methods.

MAUDE BROWN CURTISS, Supervisor of Elementary Literature.

Literature Methods.

JOSEPH REEF, Supervisor of Elementary Geography.

Geography Methods.

AURELIA O'CONNELL, Supervisor of Elementary Arithmetic.

Arithmetic Methods.



Some Models of Class in Rural Arts—Sewing

GENERAL STATEMENT

The imperative need of better trained teachers in our rural schools led, first, to the arrangement of special courses for those who were preparing for this work. Later, in September, 1910, the work was organized as a separate department.

The purpose of the department is to help in the betterment of rural school conditions, and the particular aim of the courses here outlined is to give the students knowledge of the vocational subjects needed in our rural schools, an idea of the problems of a rural community, and some facility in the solution of the specific problems of the country schools. Emphasis is placed upon the development of the capacity of the pupil to see, understand, and solve, the problem of the social relationship between the school and the community, rather than upon the ability to memorize subject matter. Three groups of courses are offered.

I. The life diploma course, "A-9."

II. The "B" courses, leading to third, second and first grade certificates.

III. Six-week courses to accommodate those who desire to obtain or renew county certificates.

When not inconsistent with the purpose of the work and the preparation of the students taking this course, regular classes and regular "A" course instructors are utilized for rural students. Much of the work, however, is done in classes arranged especially for rural students. The most noteworthy example of this is the work in observation and practice teaching which is carried on in several rural schools near Lewiston; so that the work is done, as nearly as possible, under actual rural school conditions. In some cases, critic teachers and student teachers live in the rural

community and get an excellent opportunity to observe rural problems and the attempts being made to solve them.

Opportunities

Rural school teachers who are competent and successful are in good demand, and wages compare most favorably with town schools.

Young people who desire to teach should note that, in addition to the general requirements for entrance, the state is warranted in demanding that each prospective teacher has such good health that he or she will be able to do efficient work.

Very early in the course each student is examined by the **director** of the department of physical education. Upon her statement that the student cannot develop good physical conditions by the end of the course, the candidate may be asked to discontinue the work.

COURSE "A-9." RURAL TEACHERS COURSE.

Admission.

* Candidates for admission to course "A-9" must either have obtained not less than 30 full credits in work above the eighth grade, or hold a Lewiston Normal "B-1" certificate, or hold a state certificate.

Graduation.

Graduation is based upon the completion of two full years' work, at least one of which must be in residence. Students are assigned to practice teaching in the rural training school for two quarters.

I. RURAL COURSE IN OUTLINE.

Psychology I-II.

A consideration of the fundamental processes and principles of the action of the mind with particular attention to the application of these to educative work.

Principles of Teaching.

A consideration of the basal principles governing the choice of subject matter, its sequence and methods of presentation.

School Administration.

A survey of the fundamental problems and purposes of public school work, together with a consideration of the attempts that have been made to solve these problems and attain the ends desired. This involves a consideration of the organization of the school system of Idaho and of other states, and a knowledge of the fundamental legislative enactments that make this system possible and operative.

Rural School Management.

A detailed consideration of the method of the administrative procedure in rural schools, involving a study of the rural school organization, its purpose, plan, and legislative enactments that make it possible and operative.

History of Education.

A consideration of the major facts of educational history in the United States, involving a study of the change in the view point, ideals, aim, procedure and legislation, governing the schools.

Sociology.

A study of the interrelation of human society, the factors of social progress, and the particular function of the school in social life.

Rural Sociology.

The sociology of rural communities considered particularly from the view point of the rural school and its relation to the community.

American Rural School.

A course to lead the student to understand the specific aims of the rural school, to appreciate the changed conception of rural education and to develop his capacity to perceive, appre-

ciate, and solve the problems of the social reaction between the rural school and its community.

Rural School Methods. (For "B" course students only).

A consideration of the methods of teaching the common school branches under the specific conditions of short class periods and small classes as found in the rural schools.

Methods. (For "A-9" students).

Regular method classes in arithmetic, geography, history, reading, language, science and literature are open to "A" students taking the rural course.

Observation and Practice Teaching.

The experience of the last four years has amply demonstrated that, in order to contribute most efficiently to the solution of the problem of rural school teaching, the practice work must be done under conditions that are typically rural.

In this way teachers are not only taught how to teach but are taught how to teach *country* children in *country* schools.

Because of this conviction, rural students are assigned to observe the practice in rural schools located within easy traveling distance of the city of Lewiston. These schools are true rural schools, and are maintained as such, even tho used as training schools. The student teachers assigned to these schools either live in the community for the entire quarter or go to the school for all day each day during their quarter of practice teaching. In this way they are assured an opportunity to observe all the workings of an actual rural school and its community. They have an opportunity to observe the teaching of all kinds of school work, and, later, to practice teaching under the immediate supervision of expert critic teachers. They receive practice in the selection and arrangement of subject matter, the preparation of plans for teaching, the teaching of classes, the arrangement of the daily program, supervision of playground and school ground, and all phases of school work. They help to arrange for and carry out social work with the school as the center. A reasonable profi-



Class in Plant Physiology

ciency in this work is required of all students except those taking course "B-3."

AGRICULTURE.

Students are assigned to three semesters of work chosen from the following courses:

Soils:

A study of soils to learn the kinds, origin, chemical and physical characteristics and behavior, and their treatment to maintain good tilth and fertility.

Plant Physiology.

A consideration of the parts of a plant and their work in the growth and development of the plant.

Vegetable and Small Fruit Gardening.

Practice in the selection of seed and testing, selection and preparation of the soil, cultivation and harvest of crop, preparation for market and marketing. (Produce from the garden is sold to the dormitory and cafe kitchens).

Horticulture.

Selection of orchard sites as to soil, climate, and market. Selection, planting and care of trees, including spraying and the preparation of spray materials, pruning and harvesting of the fruit.

Animal Husbandry.

Types and breeds of farm animals: their selection, breeding and care. Special attention is paid to stock judging and to feeds and feeding.

Cooking.

A semester of work embracing the study of food as to its composition, cost, cooking, digestibility, and the preparation and serving of meals. The preparation of school lunches is given especial attention.

*Sewing.***Course 1. First Semester.**

Aim of Course—to teach fundamental principles involved in hand sewing; to develop skill, neatness, and accuracy in the handling of materials; to enable students to make a set of models involving the various steps in sewing which may be used as illustrative material in teaching.

Outline of Course---Models, Sewing.

- I. Stitches—Various stitches applied on articles which a child could make—such as a bag.
- II. Hems, bands, ruffles.
- III. Repair work, such as darning stockings and clothing.
- IV. Patches—on cotton and flannel; matching stripes and figures.
- V. Plackets—bound and faced.
- VI. Fastenings; button holes.
- VII. Trimmings.

*Sewing.***Course 2. Second Semester.**

Aim of course—to teach drafting by use of system; to draft patterns to measurements; to teach various ways of making and finishing plain garments; to enable the student to make a complete set of underwear; to teach the use and care of sewing machines; to show methods of presenting this subject matter to grades and high school classes.

Outline of Course. Sewing. Second Semester.

- I. Corset cover; drafting of pattern; sewing by hand.
- II. Drawers; drafting of pattern, machine sewing of.
- III. Nightgowns; drafting of pattern; machine sewing; hanging of gown and putting in of sleeves.
- IV. Skirt; drafting of pattern; machine work; finishing of all garments.



Class in Gardening at Work

Students provide all materials. Finished work becomes the property of students at end of year.

Woodwork.

Course 1. First Semester

This course offers training in the technical processes of elementary wood working. The aim is to teach students the use of the common wood working tools, construction from working drawings, the designing of useful models, the sharpening and care of tools. The processes include those necessary for teaching wood working in the elementary schools.

Course 2. Second Semester.

Subjects considered are structure and growth of wood; lumbering and saw milling; wood working tools; the common joints; principles of joinery; wood finishing. The projects of simple furniture-making involved in the construction of types of tables, chairs, cabinets.

Handwork.

This course deals with those typical forms of applied arts which are practical in the elementary school—using simple equipment and materials that are easily procured. The projects include paper and cardboard construction, weaving, basketry, clay modeling and representative work for sand table. The application of design to projects is especially emphasized. This work forms the foundation for advanced hand work offered in the senior year.

Physical Education.

The work in physical education planned for students intending to teach in rural schools is based on the most advanced principles of physical education. It is work which not only tends to give the student himself a good training, but also tends to give him the material to use in the rural school. Much emphasis is placed upon playground work and the equipment of playgrounds.

The floor work consists of marching, folk dancing, games and athletics, with formal corrective work. The festival receives some attention and methods of festival procedure are discussed.

Health and Education.

A study of the fundamental principles of health, the relation between the health of the individual and the character of the social group, and the means for securing and maintaining good health, with especial emphasis upon the influence which the school exerts toward this end.

Playground Theory.

A study of the relation between play and health, with especial emphasis upon the social side of play. Games are learned and the details of playground installation worked out.

Playground Practice.

A course in playground supervision, using the children of the training school.

Sanitation.

A study of the theory of disease and of germ life with a careful consideration of the best means for getting and maintaining a sanitary environment in the home and community.

II. "B" RURAL COURSES.

All students who come to us from high schools of less than four years approved standing are entered in our special training courses for rural teachers (known as "B" courses), and are therefore candidates for third, second, and first grade certificates. These courses are professional courses, and in no sense high school courses, as will be noted by examining the following outline of the work assigned.

The content and aim of these courses is similar to those of the same title mentioned under "A" courses.

Admission.

Students who have completed one year of high school may enter either course "B-3" or "B-2". Those who have completed two years or more may enter course "B-1."

Reasonable proficiency in all the common school branches is demanded of all candidates for "B" course certificates. Students may enter *any* "B" course at the beginning of *any* quarter. For these dates, see the calendar.

B-3. Third Grade Certificate Course.

A one-half year course open to students who have satisfactorily completed the work of the ninth grade or one year of approved high school work. This course leads to a third grade certificate which entitles the holder to teach in the public schools of the state one year.

The provisions of section 101 (c) of the School Laws of Idaho shall apply to renewals and number of certificates granted in accordance with this course.

First Quarter.

Rural Arts	2 hours	School Management..	1 hour
Soils	2 hours	Special Assignment ..	1 hour

Second Quarter.

Rural Arts	2 hours	Sociology	1 hour
Plant Physiology ..	2 hours	Special Assignment ..	1 hour
Physical Education		1 hour	

B-2. Second Grade Certificate Course.

A one-year course open to those who have completed the work of the ninth grade, or who hold a third grade county certificate, granted since July 1, 1911, and have had six months successful teaching experience. This course leads to a second grade teacher's certificate which entitles the holder to teach in the public schools of Idaho for a period of three years.

The provisions of section 102 (b) of the School Laws of Idaho shall apply to renewals and number of certificates granted in accordance with this course.

First Quarter.

Rural Arts	2 hours	School Management..	1 hour
Soils	2 hours	Special Assignment..	1 hour

Second Quarter.

Rural Arts	2 hours	Sociology	1 hour
Plant Physiology	2 hours	Special Assignment..	1 hour
Physical Education ..		1 hour	

Third Quarter.

Rural Arts	2 hours	Health and Education	1 hour
Animal Husbandry ..	2 hours	Special Assignment..	1 hour
Physical Education ..		1 hour	

Fourth Quarter.

Observation and Teaching in Rural School All day

B-1. First Grade Certificate Course.

A one-year course open to those who have finished the tenth grade, or who have completed course "B-2," or who hold a second grade county certificate granted since July 1, 1911. This course leads to a first grade teacher's certificate good for five years.

The provisions of section 103 (b) shall apply to renewals of certificates granted in accordance with this course.

First Quarter.

Rural Arts	2 hours	School Management..	1 hour
Soils	2 hours	Special Assignment..	1 hour

Second Quarter.

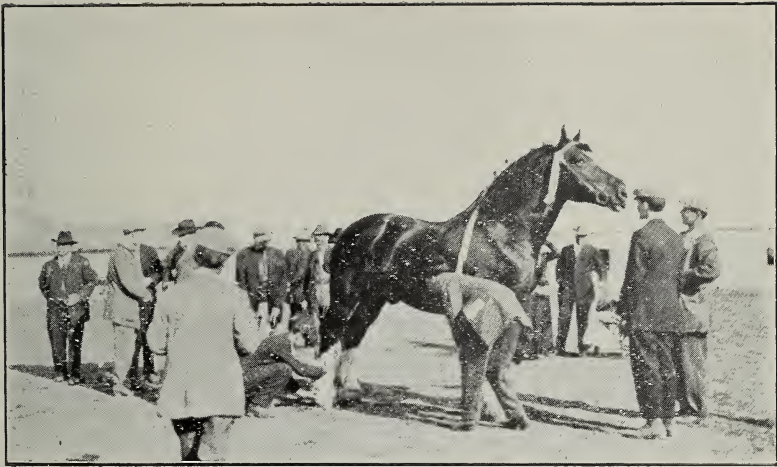
Rural Arts	2 hours	Sociology	1 hour
Plant Physiology....	2 hours	Special Assignment..	1 hour
Physical Education		1 hour.	

Third Quarter.

Rural Arts	2 hours	Health and Education	1 hour
Animal Husbandry ..	2 hours	Special Assignment..	1 hour
Physical Education....		1 hour	

Fourth Quarter.

Teaching and Observation in Rural School All day



Class in Stock Judging

III. SPECIAL SIX-WEEK COURSES.

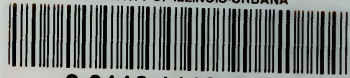
During the first six weeks of the first, fourth and summer quarters an opportunity will be afforded to do the work necessary to comply with the state law relative to obtaining or renewing county certificates.

Special work will be arranged for those who desire to work for credit in the subjects specified for candidates for third grade certificates. Regular professional class assignments will be given those who desire to secure two credits for the renewal or advancement of grade of certificates still in force.

Whenever possible, teachers taking regular work are urged to stay during the entire quarter and so secure full Normal class credits that may be utilized in building for Normal certificates or diplomas.

For the purpose of renewing or advancing the grade of certificates still in force, the state recognizes for credit satisfactory work in any professional or vocational subjects that are new (not review) work.

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